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ABSTRACT

The bulk of the polish educational materials listed in this annotated bibliography was published between February 1 and April 30, 1969. The 90 entries are listed under the following categories: (1) History of Education; (2) Laws and Legislation; (3) General Information on Education; (4) Social and Educational Sciences; (5) The Teacher's Profession; (6) Schools and Institutions--Preschool, Primary, Secondary, Vocational, Higher, Adult, and Special; and (7) Miscellaneous. An index of authors and a listing of Polish publishing houses completes this volume. All titles appear in Polish and English; annotations appear in English only. (DO)

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Selected Bibliography of Polish Educational Materials

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

Vol. 8 1969 No. 3

CONTENTS

History of Education 3
Laws and Legislation 4
General Information on Education 5
Social and Educational Sciences 6
The Teacher's Profession 20
Schools and Institutions (by type or level) . . 22
Preschool 22
Primary 24
Secondary 28
Vocational 29
Higher 34
Adult 36
Special 38
Miscellaneous 41
Index of Authors 44

The bulk of the materials listed in the present issue was published in the period of time from February 1st to April 30th, 1969.

HISTORY OF EDUCATION

201. BARCIK, ANNA. Historyczny szkic działalności społeczno-oświatowej nauczycieli w Polsce.(Historical Sketch on the Social and Educational Activity of Teachers in Poland).Chowanna. XIII (XXIV) 1969 No. 1 pp. 62-73.

Social and cultural activity of Polish teachers has a long tradition and can be traced back to the period of the Renaissance(Andrzej Frycz Modrzewski). The character of this activity was to a large extend determined by the political and social situation of the given period, and thus the Committee of National Education in the 18th century was a part of an extensive reform program, the activity of teachers during the partition of Poland was strictly connected with the program of national liberation. In the between-the-wars period teachers fought for the popularization of mass education especially in the rural districts, during World War II participated in the underground movement continuing educational work forbidden by the Nazi occupants. After the war they actively took part in the rebuilding of the country.

202. Oświata i wychowanie w Polsce Ludowej. (Schools and Education in the Polish People's Republic).Edited by Wincenty Okoń. Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 343 pp.

The book is a collective publication including dissertations on various aspects of the development of schools and education in Poland, written by respective specialists in the subjects. The first two articles by Kurdybacha and Wołoszyn are historical sketches on the development of education in Poland in the 18th and 19th centuries,and during the between-the-wars period. The rest of the articles deal with various aspects of education in the post-war Poland, such as development by pedagogical sciences (by Okoń) adult education (Wojciechowski) school textbooks (Parnowski), child's care (Kelm), teachers' training (Wojtyński), school network (Pokora).

203. WIECZOREK,TADEUSZ. Zarys dziejów szkolnictwa rolniczego w Polsce do 1939 r. (History of Agricultural Education in Poland before 1939). Warszawa, Państwowe Wydawnictwa Szkolnictwa Zawodowego, 1968. 442 pp.

Contents:

1. Introduction.
2. First schools of agricultural training in Poland.
3. Advanced schools of agriculture in the Polish Kingdom.
4. Lower schools of agriculture organized and conducted by the landed gentry in the Polish Kingdom.
5. Popular schools of agriculture.
6. Agricultural education in Galicia.
7. Agricultural education in the part of Poland occupied by Prussia.
8. Lower schools of agriculture in the between - the - wars period.
9. Secondary schools of agriculture in the between - the - wars period.
10. Advanced schools of agriculture in the between - the - wars period.
11. Bibliography.

LAWS AND LEGISLATION

204. Zarządzenie Ministra Zdrowia i Opieki Społecznej z dnia 30 grudnia 1968 r. w sprawie studiów doktoranckich w akademiach medycznych oraz instytutach naukowo-badawczych resortu zdrowia i opieki społecznej. (Ordinance Issued by Minister of Health and Public Welfare, December 30, 1968, concerning Doctoral Studies in Medical Academies and Research Institutes Supervised by the Ministry of Health and Public Welfare). Dziennik Urzędowy Ministerstwa Zdrowia i Opieki Społecznej. 1969 No. 2. Item 5.

The ordinance determines program duration and organization of doctoral studies in all scientific institutions supervised by the Ministry of Health and Public Welfare. A list of these institutions and doctoral specializations is included.

205. Instrukcja Nr 2/69 Ministra Zdrowia i Opieki Społecznej z dnia 15 stycznia 1969 r. w sprawie praktyk podyplomowych lekarzy. (Instruction No. 2/69 Issued by Minister of Health and Public Welfare, January 15, 1969, concerning Post-Gra-

duate Practice Training of Physicians). Dziennik Urzędowy Ministerstwa Zdrowia i Opieki Społecznej. 1969 No. 4 Item 13.

Before beginning independent career young physicians have to complete post-graduate practice training as general practitioners (two years) or in chosen specializations (three years). The practice training is organized in hospitals, sanitary and epidemeological centers, rural health centers, medical academies (research and clinical sections). The training is supervised by experienced specialists or practioners.

See also: 284.

GENERAL INFORMATION ON EDUCATION

206. Spotkanie kierownictwa Partii z pracownikami nauki. (Meeting of the Party Authorities with Scientists). Nauka Polska. XVI 1968 No. 6(78) pp. 123-143.

A report on the meeting of the highest Party authorities with 130 scientists organized in September, 1968. The speech delived by Andrzej Werblan, the chairman of the Department of Science and Education of the Central Committee of the Party, concerned three groups of problems:
1. the present situation in the social sciences,
2. educational work in universities and organizational and structural changes there,
3. development and organization of scientific research works in Poland.

The discussion was summed up by the First Secretary of the Party, Władysław Gomułka, who underlined the role of the Party in the organization of science and education in Poland.

207. STARKIEWICZ, WANDA. O koniecznych warunkach terapii wychowawczej w Centrum Zdrowia Dziecka. (Necessary Conditions for the Educational Therapy in the Center of Child's Health). Nowa Szkoła. 1969 No. 1 pp. 20-23.

The Center of Child's Health is being built from social funds under the government auspices as a complex of hospitals, sanatoria

and re-educating institutions for ill, invalid and handicapped children. The author, on the basis of her long experience of medical work in sanatoria for children, presents an extensive program of educational and therapeutic works to be organized there. She discusses such problems as the equipment and arrangement of rooms (bedrooms, schoolrooms, playing grounds), program of artistic education, vocational training, entertainment, etc. The educational work in the center should aim not only at "killing the time", but also, or mainly at compensating ill children's frustration and inferiority complexes, by providing them possibilities of distinguishing themselves.

See also: 202, 273, 274.

SOCIAL AND EDUCATIONAL SCIENCES

208. BAZYLKO, SŁAWOMIR. Wprowadzenie do fonetyki korektywnej. (Introduction to Corrective Phonetics). Języki Obce w Szkole. XIII 1969 No. 1(63) pp. 21-31.

The modern method of foreign languages teaching is based on spoken language; hence the importance of forming correct pronunciation of pupils. To achieve that the teacher himself must know phonetics of the language taught and methods of correcting pronunciation. The author discusses basic problems pertaining to the subject, such as:

1. elemental notions of phonetics and related sciences,
2. corrective phonetics,
3. applied corrective phonetics,
4. classes in phonetics in the process of a foreign language teaching (various levels of teaching).

Bibliography of reference books on the subject is included.

209. BIEDRZYCKI, LESZEK. O ujednolicenie i integrację transkrypcji fonetycznej języka angielskiego w Polsce. (Integration of the Phonetic Transcription of the English Language in Poland). Języki Obce w Szkole. XIII 1969 No. 1(63) pp. 11-20.

Practical value and importance of unified and integrated phonetic transcription in foreign languages system are of course self-evident. So far as English is concerned the situation in Poland is at present absolutely

chaotic (various systems being adopted). The author proposes to base the phonetic transcription of English on the following principles:

1. the symbols used should be varied, the IPA alphabet being recommended;
2. the system should be comparatively easy both for the teacher and the pupil - phonemic being the obvious choice (two variants of one phoneme being admissable);
3. the system should be comparable to other languages used in the country;
4. integration should cover the whole notation of the language (phonemes, rhythm, intonation).

210. BIELIŃSKA-KWAŚNIK, LUCYNA. Człowiek w teorii Ericha Fromma. [R.E.] (Man in Erich Fromm's Theory). Kwartalnik Pedagogiczny. XIII 1968 No. 4(50) pp. 59-75.

As psychiatrist, analyst and sociologist, Erich Fromm went far beyond the framework of Freudian psychoanalysis. Rejecting the biological basis of this theory, Fromm tries to give an answer to the most essential questions confronting modern man and concerning love, understanding and creativity. He analyses two aspects of man: one concerning the bare unchanging essentials, the other resulting from a concrete social and economic reality. The satisfaction of various human needs (need for belonging, need for transcending one's ego in creativity, need for identification, need for intellectual orientation) is a determining factor of mental health and balance of a modern man in harmony with himself and his surrounding. He also shows the destructive pressure of society on the individual though permitting a future appearance of certain constructive powers exercising a positive influence on man. The historical approach to personality plainly shows Fromm's leaning towards the Marxist theory reflected mainly in his analysis of modern capitalism and presentation of the individual entangled in the mechanism that governs him.

211. CZAPÓW, GABRIELA and CZAPÓW, CZESŁAW. Psychodrama. (Psychodrama). Warszawa, Państwowe Wydawnictwo Naukowe, 1969.

Psychodrama, introduced to psychology and education by Jacob Levy Morens, is a con-

sciously inspired and directed dramatization of psychic states or situations. It can be used either to form desirable functions or to discover feelings and motivation of mental cases.Psychodrama deals with individuals, sociodrama - with social groups.Participants of psychodrama play roles assigned by the director (psychologist and educator); the role is either retrospective (enacting the "actor's" past) or prospecting (imagining the future).Both psycho- and sociodramas are used in the vocational training processes (the so-called "active methods"). The Polish Center for Neurosis Curing (founded in 1956) uses psychodrama as a therapeutic method.

212. DEPTA, HENRYK. Rola sztuki w wychowaniu patriotycznym. (The Role of Art in Patriotic Education). Plastyka w Szkole. IX 1969 No. 1(7) pp. 1-8.

Patriotic education cannot be realized solely during citizenship education classes; it cannot be limited to providing information but must aim at developing certain desirable attitudes. The second task is more difficult for it must appeal not only to intellect but also to emotions and imagination. Hence the role of national art in patriotic education. Particularly important are architectural monuments connected with Polish history, historical paintings as well as genre and landscape painting, folkloric art. Discussions on the role of Polish art in the European culture are also recommended. Special educational films on art can also play an important role in the patriotic education program.

213. GERŁOWSKI, HENRYK. Wpływ świadomego oddziaływania na kształtowanie cech motorycznych. (Conscious Formation of Motoric Skills). Wychowanie Fizyczne i Higiena Szkolna. XVI 1968 No. 8 (138) pp. 15-19.

The author presents the results of his experiment aiming at the development of motoric skills of high school students with neglected physical development. The assumption of the experiment was that conscious activity can prompt physical development. He distinguishes following factors in this activity: self-control on part of the teacher and students, individual approach, appropriate choice of forms and methods of work, securing the participation of active students,

cooperation with parents and school physicians. The experiment proved entirely successful.

214. JACZEWSKI, ANDRZEJ. Higiena szkolna. (School Hygiene) Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 184 pp.

School hygiene is a cross section of medicine, psychology and pedagogy. The book consists of introduction to school hygiene, development of school age, children deviations from the norm and their impact on child's development, hygiene of teaching and education, hygiene of school facilities and equipment, organization of health care in school, and hygiene of the teacher's profession. The book devised as a textbook for students of teachers' colleges can also be a valuable guide for practising teachers.

215. KONOPNICKI, JAN and ZIEMBA, MARIAN. Badania (testy) słownikowe i ich zastosowanie. (Vocabulary Tests and Their Practical Application). Wrocław, Ossolineum, 1968. 192 pp.

The book consists of two parts. The first, written by Professor J. Konopnicki contains an analysis of the role and structure of vocabulary tests, and a report of its first application on the mass scale. The development of child's vocabulary manifests his general mental development, as well as the efficiency of school work; while investigating child's vocabulary the teacher discovers the child's character and intelligence. A complete set of vocabulary tests for grades 3 to 7 of primary schools is included in the first part of the book. The second part, written by M. Ziemba, sums up results of empirical research based on the application of vocabulary tests thus illustrating various possibilities of their usage and analysis. The book is based on a collective experiment carried out by a team of teachers directed by the authors of the book.

216. KOTŁOWSKI, KAROL. O pedagogicznym kształceniu rodziców. (Pedagogical Education for Parents). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 166 pp.

In spite of its title, the book is addressed not to parents, but to teachers. The author's aim is to show methods of organizing and programming pedagogical training for parents.

Theoretical information on psychology and pedagogy is provided, but only in the extend necessary for practical purpose.

217. KOWALCZYK, WŁADYSŁAW. Zasady planowania pracy wychowawczej. (Principles of Planning Educational Work). Szkoła Zawodowa. 1969 No.1(300) pp.10-12.

Education as a long range process must be planned, well-organized and based on good principles and efficient methods. Education is realized in the course of theoretical and practical teaching in school, during extramural activities and social works of pupils. Educational value of the teaching process is determined by the program material, pupils' ability of independent reasoning and teaching methods. The program of vocational schools contains several elements prompting successful educational work. Extramural activities of pupils are also of great educational value and therefore should prepare young people for various future tasks in professional and social life.

218. KOZIELECKI,JÓZEF. Zagadnienia psychologii myślenia. (Problems of Psychology of Reasoning). 2nd Revised Edition. Warszawa, Państwowe Wydawnictwo Naukowe, 1968. 323 pp.

The author aims at systemization of various theories of reasoning and thinking on the basis of the theory of actions, cibernetics and mathematical psychology. He presents various methods of investigating the functions of thinking and reasoning with a special emphasis put on the method of constructing mathematic models and computers fed by special programs simulating human functions of thinking. The book can be used both by scientists and teachers who may find there some material for practical application.

219. LEGOWICZ, JAN. Zintegrowane kształtowanie osobowości - problem i zadanie. (Integrated Formation of Personality). Życie Szkoły Wyższej. XVII 1969 No. 2 pp. 32-42.

Socialist education should aim at integrating social-productive, professional and creative activities of man thus developing a rounded personality of an individual who realizes his professional task in the socialist society, being, at the same time,

deeply engaged in political and ideological problems of his country.The young generation must be prepared for participating in the life of a socialist system and of the Polish nation. Theoretical (sociological, moralistic, pedagogical) bases for this kind of educational program, are, on the whole, satisfactory,though more should be done in ethics and normative pedagogy. The problem is of utmost importance in the modern era, certain aspects of which prompt the feelings of alienation and isolation.

220. LEWANDOWSKI, JAN. O potrzebie badań nad nauczaniem języka polskiego cudzoziemców. (How to Teach the Polish Language to Foreigners?) Życie Szkoły Wyższej. XVII 1969 No. 2 pp. 76-80.

All foreign students studying in Poland,have to complete one-year course of Polish before beginning their specialized studies. They continue learning Polish during their later studies, yet their knowledge of the language is often insufficient and proves a severe handicap in their perusal of studies. It seems necessary to revise the teaching system and prepare a scientific basis for the program material (minimum-vocabulary, simplified grammar essentials). The material could be used not only at courses of Polish for foreign students, but also as a method of teaching Polish as a foreign language.

221. ŁOBOCKI, MIECZYSŁAW. Karność uczniów a postawa nauczyciela. (School Discipline and Teachers' Attitudes). Wychowanie. 1968 No. 21(214) pp. 27-29.

School discipline is determined by the teacher's attitude, divided in psychology and pedagogy into: autocratic, liberal and democratic. The autocratic attitude assumes absolute obedience of pupils, who respect the order because they are afraid of punishment; the liberal teacher lets his pupils do whatever they want trusting all their needs interests and inclinations - the obvious result is naturally utter confusion. The democratic teacher also trusts pupils but he trusts mainly their reason and common sense in understanding certain rules,duties,tasks, etc. He promotes the development of self-government thus manifesting his respect for pupils. This respect is also shown by the difficulty of tasks assigned ("you can do it"). The third type is of greatest value, yet not always is it applicable.

222. MAJEWSKI, BENON. Próba klasyfikacji środków w nauczaniu.(Tentative Classification of Teaching Media). Szkoła Zawodowa. 1969 No.2 (299) pp.31-32.

By teaching means the author understands the whole movable property of the vocational school divided into school equipment and teaching aids. The former consists of school equipment proper, and pupils' equipment, the latter is divided into seven groups:
1. spatial objects,
2. static and dynamic models,
3. tools and instruments,
4. visual aids,
5. auditory aids,
6. printed aids,
7. programs for teaching machines.

223. MARCZYK,WOJCIECH.Szkoła i oświata w procesie uprzemysławiania na tle badań socjologicznych i pedagogicznych w Polsce.(Sociological and Pedagogical Research on Schools and Education in the Industrialization Process in Poland). Kwartalnik Pedagogiczny. XIII 1968 No. 4(50) pp. 99-112.

Education in the industrialization process is an important determinant of the industrialization itself,cultural transformation of the environment and of the organization of the productive process. The first Polish work on the problem was prepared by a sociologist, Professor Jan Szczepański, in 1964. Since that time several research projects have been organized in the industrialized areas, aiming at determination of interdependence between the industrialization process and the development of education and culture. Following problems were differentiated in the course of the investigations:
1. pupils' interests and vocational attitudes,
2. leisure time of young people and adults,
3. motivation of the choice of school,
4. functions and tasks of schools and teachers,
5. reading interests and their role,
6. further professional careers of school alumni,
7. workers' cultural interests,
8. social, cultural and educational transformation of urban and rural environments,
9. efficiency of training.

224. MARTON, WALDEMAR. Przydatność ćwiczeń gramatycznych w świetle teorii transformacyjnej i psycholingwistyki. (Language Drills and the Theory of

Transformational Grammar and Psycho-Linguistics). Języki Obce w Szkole. XIII 1969 No. 1(63) pp. 1-10.

The author discusses the problem of the impact of transformational grammar and psycholinguistics on the modern theory of foreign languages teaching, especially the so-called pattern practice drill. Objections,put forth by theoreticians and teachers, can be thus formulated:

1. transfer of patterns learned in a classroom into real language situations is neither easy nor automatic;
2. mechanical acquisition of language patterns prevents, or or at least does not prompt, understanding of the language;
3. pupils, especially the intelligent ones, get easily bored and subsequently discouraged.

On the other hand transformational grammar presents a better theoretical basis for the pattern drill (generative notion of a string of symbols, transformation of affirmative statements into interrogative and negative, comprehension of basic grammatical relations of the given language). The conclusions seem to be:

1. drill cannot be a sole teaching method applied as a first step in learning basic grammatic relations and should lead to transposition of learned elements to situations,
2. from the very beginning of teaching drills should be consciously combined with a grammatical analysis of the given pattern,
3. even the first phase of a drill exercise should be set in a concrete situation,
4. warning should be given to pupils that though the exercise can hardly be called attractive - it is nonetheless necessary.

225. MILLER, ROMANA. Mierzenie wyników wychowania. (Measuring Educational Results).Problemy Opiekuńczo-Wychowawcze. 1969 No. 1(124) pp. 6-10.

An analysis of the educational process cannot be oversimplified as the criteria for the educational success are very complex and often ambiguous. Three groups of factors should be taken into consideration:

1. changes in the behavior of every individual,
2. changes in the structure and organization of an educational group,

3. changes in the environment.
The author presents an organization and results of educational work realized by Irena Jeńsko, a rural school teacher, concerning educational value in the national science program for the second grade of primary school. The program was realized during classes and extramural activities of pupils organized by the teacher.

226. PIELASIŃSKA, WIESŁAWA. O potrzebie ekspresji w wychowaniu. (Expression in Education). Wychowanie w Przedszkolu. XXII 1969 No. 1(225) pp. 8-13.

In pedagogy, expression means a free manifestation of feelings and thoughts in artistic forms. Esthetical philosophical and psychological implications complicate the simplicity of the definition, yet its obvious importance in pedagogy, especially perhaps in the education of children remains unimpaired. Various pedagogical theories (E.Jacques-Dalcroze,Corrado Rici, P.M. Luquet, M. Debesse, S. Szuman, Freinet) present various aspects of pedagogical value of children's artistic expression, the modern approach stressing stimulating and intensifying role of expression. Spontaneous desire for artistic expression can be used for various educational and cognitive aims.

227. Poszukiwanie systemu wychowawczego. (In Search of the Educational System). Wychowanie. 1968 No. 21(214) pp. 2-15.

A presentation of an educational experiment carried out by the staff of a leading primary school in Poznań. Teachers participating in the experiment present their experiences:
1. Irena Kostanecka: Forming educational system.
2. Barbara Podlasińska:"The best grade competition" as an educational method.
3. Jadwiga Bulińska: A model tutorial class.
4. Halina Gabrysiak: Keeping up the school tradition.
5. Lidia Morysiak: Social activities of pupils.
6. Barbara Ratajewska: Educational teaching of mathematics.
7. Maria Pollner: Educational teaching of physics.
8. Jerzy Kaczmarek: School clubs.
9. Lidia Morysiak: Pupils' self-government.
10. Jerzy Kaczmarek: Parliamentary session of school self-governments.

11. Bogdan Olejniczak: School day-room.
12. Barbara Ratajewska: Pupils' cooperative as an educational organization.

228. Próby modernizacji początkowego nauczania. (Attempts of Modernisation of Introductory Teaching). Edited by Jan Zborowski. Warszawa, Nasza Księgarnia, 1969. 238 pp.

Contents:

I Jan Zborowski: Introduction.
II Maria Kozak: Organization of the teaching process in grades 1 - 2 of primary school.
1. Unity of teaching.
2. Forms of organization of pupils' work.
3. Preparation of selected subject - units.
4. Planning the work.
5. Classroom equipment.
III Gabriela Kapica: Securing active participation of pupils in introductory learning of reading and writing.
1. Research problem.
2. Methods.
3. Teaching in an experimental class.
4. Analysis of results.
5. Conclusions.
IV Henryk Moroz: Forming basic mathematical notions of first graders.
1. Organization of the experiment.
2. Experiment proper.
3. Results.
4. Annex.
V Józef Mrożkiewicz and Janina Skupin: Preparing pupils for polytechnical training.
1. Developing reasoning abilities during practical and technical classes.
2. Practical and technical education program.
3. Selected subjects program.

229. Psychologia rozumienia. (Psychology of Comprehension). Edited by Włodzimierz Szewczuk. Warszawa, Państwowe Wydawnictwo Naukowe, 1968. 311 pp.

The book is a collective publication containing fourteen papers presented at the international symposion on psychology of comprehension, organized by Professor Włodzimierz Szewczuk in December, 1965, in Cracow. Many of the problems discussed in the book can have direct implications on the pedagogical theory and practice; especially those con-

nected with comprehension proper, interrelations between comprehension on one hand and: cognition, reasoning and experience on the other, as well as various stages, forms and criteria of comprehension. The book also contains results of some Polish investigation on the comprehensive abilities of children, and reports on foreign works on the subject.

230. RUDNIAŃSKI, JAROSŁAW. Efektywność myślenia.(Efficiency of Thinking). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1969. 224 pp.

Man's attitude to other people, whether to individuals or social groups, is to a large extend determined by decisions concerning his actions. These decisions are in turn determined by the efficiency of his thinking; hence the importance of the problem in all social sciences.
Contents:
1. Homo cogitans.
2. Dilemmas in thinking.
3. Elements of creative thinking.
4. The problem of mistakes.
5. Reception of information.
6. Forms of information and psychic organization.
7. Efficiency of thinking on part of the principal.
8. Efficiency of thinking on part of the subordinate.

231. RUDZKI, JERZY. Zafascynowani telewizją.(Fascinated by the TV). Wrocław, Ossolineum, 1967. 284 pp.

A sociological study on the impact of the TV program on young people. Based on the author's own investigations conducted in rural districts (1962) and in urban workers' environment (1964-65). Data gathered in the course of the investigations provide material for a discussion on the role of the TV in the leisure-time structure of the young as compared to the use of other mass media, its impact on the transformation of cultural activity (amateur artistic movement), and on the role of the TV in the cultural program of houses of culture. It seems that educational and informational values of the TV are so far not fully taken advantage of.

232. SOSNOWSKI,KAZIMIERZ.Stosowanie i sprawdzanie w nauczaniu. (Application and Testing in Teaching). Ruch Pedagogiczny.X(XLVI) 1968 No.6 pp. 639-648.

Modern educational theories emphasize not only the acquisition of theoretical knowledge but also the ability of its practical application (the latter task being, if possible, more essential). The author distinguishes two forms of application: theoretical, when an individual case is discussed and explained (but not necessarilly realized) on the basis of a known generalization, and practical, when an individual case is realized according to the existing law or rule (a combination of two forms is also possible in, for instance, scientific research). The practical application of knowledge is more important in teaching, leading from the aim to the means it perforce engages students' emotions and desires thus enriching the process of learning and studying.

233. SUCHODOLSKI, BOGDAN. Trzy pedagogiki. [R. E.] (Three Pedagogical Systems). Kwartalnik Pedagogiczny. XIII 1968 No. 4(50) pp. 3-22.

The birth of new pedagogy is shown against the background of the pedagogy of personality and the pedagogy of preparation for life. Since the 18th century pedagogy has been steadily developed, but it still cannot supply the needs of contemporary civilization (economic, vocational, cultural). Economic aspects of the explosion and the crisis in education seem to indicate education as the chief "business" of the modern world. Educational policy must solve many problems, including the functioning of the school system, in order to avoid economic loss and individual catastrophe. Education had ceased to be the priviledge of the elite - it is open to the broadest masses of society. Pedagogy in modern conditions must cooperate with other disciplines such as economics sociology and demography.

234. SUCHODOLSKI, BOGDAN. Wychowanie dla przyszłości. (Education for the Future). 3rd revised Edition. Warszawa, Państwowe Wydawnictwo Naukowe, 1968. 464 pp.

A presentation of a whole range of problems and factors determining education of a new model of man in new conditions of social life. Discussing the future, the author predicts liquidation of various conflicts at present existing between man and the surrounding world, especially of the problem of

man's alienation in the capitalist society. Planning further development of civilization man's needs, possibilities and potential must be considered, all elements being adjusted and harmoniously complemented. The role of education in thus conceived program is self evident, though methods, organization and character have to be still perfected.

235. SUTKOWSKI, LUCJAN. Współżycie i współpraca w zespole. (Cooperation of the Teaching Staff). Wychowanie. 1968 No. 21(214) pp. 24-27.

An analysis of anonymous papers written by students of a Teacher's College in cooperation of the teaching staff and on human relations in the schools employing young teachers. The central problem discussed by the authors was the attitude of the school headmaster to young teachers; nearly all complained of bureaucratic or autocratic character of this attitude, though it is well-established that the integration and cooperation of the grup depends largely on the leader. The reception of the young by older teachers is more favourably appraised, though it is not entirely satisfactory, either. The author emphasizes the importance of harmonious human relations and well-organized cooperation of teachers in the educational process.

236. SZUMAN, S. O sztuce i wychowaniu estetycznym. (Art and Esthetic Education). 2nd Reviseal Edition. Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968.

In the education - through - art program the most important part is played not by the teacher but by the work of art itself. Yet the young pupil is usually not fully able to perceive, appreciate and experience the importance and value of art, and the educator must carefully initiate him and direct into the realms of artistic beauty. The task is important and difficult and demands much from the teacher himself. The book is to serve as guide in this responsible endeavor.
Contents:
1. On works of art.
2. Education through art.
3. Visual arts and children's drawings.
4. Music and dancing.
5. Fairy tales, poetry, film, theater.
6. The world and man in the esthetic experience.

237. WROCZYŃSKI, RYSZARD. Wychowanie poza szkołą.(Extramural Education).Warszawa, Biblioteka Nauczyciela, 1968. 182 pp.

Main theses of the book are:
1. the modern norm of education exceéds the traditional set of teacher-pupil relations,
2. social development of our country integrates pedagogy with other social sciences, particularly with social policy,
3. educational program covers both school- and extramural teaching.

In planning extramural education various factors must be taken into consideration: natural environment (rural or urban), family situation, mass media. The last group of factors plays an extremely important role in the formation of attitudes, development of personality, character-building, etc. The book being directed to teachers emphasizes such aspects of extramural education as self-governement, amateur artistic movement, activities of youth organizations, various social actions undertaken by the young.

238. WUJEK, T. Praca domowa i czynny wypoczynek ucznia. (Pupil's Homework and His Leisure Time). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych,1968. 183 pp.

Every work done by man is energy-consuming; school duties of children and young people are no exception. The energy balance in the human organism must be preserved: the energy (both physical and mental) used during work-time must be regenerated during leisure hours. Both periods must be well organized and the author provides the necessary principles governing this organization.
Contents:
1. Pupils' work- and leisure-time.
2. Origin and organization of active forms of spending leisure-time.
3. School students' overwork.
4. Students' homework.
5. Determinants of active forms of spending leisure-time.
6. Forms of spending leisure-time of school students.
7. Evaluation and perspectives.
8. Bibliography.

239. ZIEMSKA, MARIA. Postawy rodzicielskie. (Parents'Attitudes). Warszawa, Wiedza Powszechna, 1969. 282 pp.

A publication dealing with problems of the parents advisory policy program. Handicaps of the child's development are discussed in connection with the psychodynamics of the family situation. The author discusses various determinants of the child's personality and his emotional life, the following considering of utmost importance: human relations inside the family unit, parents' personality, emotional ties between all members of the family, parents' treatment of their own position. Difficulties in the formation of desirable parents' attitudes are discussed on the basis of various treatments of adopted children. The author also gives a sketch on the methods of diagnostic and therapeutic treatment of family environment.

See also: 240, 243, 245, 246, 247, 255, 257, 278, 282, 283, 285, 286, 289.

THE TEACHER'S PROFESSION

240. GĄSIOR,HENRYK.Czas wolny młodych nauczycieli w środowisku wielkoprzemysłowym. (Leisure Time of Young Teachers in Industrial Environment). Chowanna. XIII(XXIV) 1969 No. 1 pp. 74-90.

Results of an investigation on the leisure time of primary school teachers in Silesian schools. The investigation covered 1200 teachers and was conducted by several methods: direct planned observation,interviews, questionnaires, chronological charts filled by teachers themselves. The results obtained in the course of the investigation are far from being optimistic. In the first place, nearly all teachers are heavily overworked (professional and social activities),in the second, their organization of leisure time does not seem very efficient. Two forms of spending leisure time (both at present rather inglected) are strongly recommended by the author: week-end excursions to the country and cultural activities(going to the theatre, visiting art-galleries and museums, etc.).

241. KĘDRYNA,SZYMON. Wielofunkcyjność pracy i zadań nauczycieli we współczesnym życiu społecznym. (Variety of Teachers' Tasks and Functions in Con-

temporary Social Life).Chowanna. XIII(XXIV) 1969 No. 1 pp. 1-25.

Variety of teachers' tasks and functions in social life of the environment is presented on the example of the Katowice voivodship (urban, industrial and rural environments). The teacher's profession is historically speaking one of the oldest (early necessity of transmitting gathered experience) its character is universal (training different specialists) and of great productive importance (the impact being indirect, however). Teachers' education and qualification, as well as their personality and moral attitudes determine not only formal results of school teaching, but also future professional and social career of their pupils. Thus educational theory and practice must cover various types of education: intellectual and physical, esthetic and moral, social and political, finally polytechnical.

242. Nad czym pracuje Sekcja Szkolnictwa Zawodowego. (Works of the Vocational Schools Section at the Polish Teachers' Union). Szkoła Zawodowa. 1969 No. 3(300) pp. 41-42.

In 1968, works undertaken by the Vocational Schools Section of the Polish Teachers' Union concentrated round following problems:
1. educational policy,
2. vocational educational reform,
3. teachers' qualifications,
4. teaching and educational processes,
5. the Union's activity in vocational schools. Works planned for 1969 center round following problems:
1. plan for the development of vocational education,
2. factory vocational schools,
3. vocational schools of various levels,
4. citizenship education in vocational schools,
5. factory as an educational environment,
6. safety measures and medical care in vocational schools,
7. self-instruction of teaching staff (professional and political).

243. PLEŚNIARSKI, BOLESŁAW. Zagadnienie socjalistycznych stosunków między nauczycielami. (Socialist Model of Human Relations among Teachers). Chowanna. XIII (XXIV) 1969 No. 1 pp. 26-61.

The problem of human relations is closely connected with the theory of education. The

author discusses the problem in all the variety of its aspects, such as:
1. what are human relations?
2. origins of human relations,
3. manifestations of psychic contacts,
4. bases of human relations,
5. human relations in socialism,
6. development of a socialist model of human relations among teachers,
7. forms and methods of developing human relations,
8. stimulants of human relations among teachers,
9. volitional means,
10. working and living conditions,
11. methods.

244. RADOMSKI, STEFAN A. Rola szkolnej praktyki pedagogicznej w przygotowaniu studentów uniwersytetu do zawodu nauczycielskiego.(The Role of Teaching Practice in Preparing University Students for the Teacher's Profession). Ruch Pedagogiczny. X(XLVI) 1968 No. 6 pp. 738-747.

Interdepartmental Institute of Pedagogy at Warsaw University organizes pedagogical training for students of various departments. The training consists of theoretical subjects:elements of pedagogy,methods of teaching the given subject, audiovisual methods in school teaching, and practical: teaching practice organized in high schools.Regarding the last form of training the author suggests some alterations which would improve its efficiency. They concern the length of teaching practice (one month should be prolonged to at least two), the scheduled time (September and February opening school terms do not seem best), the number of trainees in one school (should not be more than 3 or 4), etc. It also seems advisable to chose some secondary schools as experimental centers training prospective teachers throughout the year.

See also: 201, 221, 235.

SCHOOLS AND INSTITUTIONS
(by type or level)
P r e s c h o o l

245. CHRZANOWSKA, DANUTA. Sylwetki trzylatków wstępujących do przedszkola. (Developmental Types of Three-Years-Old Children Entering Nursery

Schools). Wychowanie w Przedszkolu. XXII 1969 No. 2(226) pp. 57-67.

The author presents the results of her investigation on the development of three-years-old children entering nursery schools. The investigation was conducted at the Institute of Mother and Child in Warsaw, by means of the Gessel test controlling the following aspects of child's development: motoric development, manipulation, adaptation, speech, social reactions. Though all examined children fitted the normative standards it was possible to distinguish five recurrent developmental types: harmonious or retarded motoric and social skills, retarded speaking abilities, pseudoharmonic or retarded development. It seems advisable to determine the type of children entering a nursery school to adjust the educational program there to individual needs.

246. KUBISZTAL, IRENA. Literatura dziecięca w wychowaniu małego dziecka.(Books for Children in the Education of Small Children). Warszawa, Państwowy Zakład Wydawnictw Lekarskich, 1967. 105 pp.

Institutional education of small children has several handicaps hindering harmonious development of children(speech difficulties, lack of emotional ties, etc.); mother's loving care cannot be substituted by any scientifically devised program. Yet,conditions of modern life prevent women from devoting their entire time to bringing up children. Doctors, psychologists and educators work on an educational program devised for small children wholly or partly deprived of mothers' time. On the basis of an analysis of the physical and mental development of infants, the author discusses an appropriate selection of illustrated books and publications for babies and small children. Methods of using this material are also discussed.

247. MYSTKOWSKA, HALINA. Żywe słowo w pracy z dziećmi sześcio- i siedmioletnimi. (Dramatized Speech in Educating 6-7 Year-Old Children). 2nd Edition. Warszawa,Państwowe Zakłady Wydawnictw Szkolnych, 1969. 176 pp.

Contents:
1. Introducing the problem.
2. Investigation methods.

3. Sound analysis of dramatized speech in reading aloud to children.
4. Analysis of children's speech.
5. Analysis of children's drawings.
6. Vocal form of dramatized speech of adult compared to children's speech and drawings.
7. Conclusions.
8. Bibliography.

P r i m a r y

248. BAUMAN, MARIA. Moje doświadczenia zdobyte w toku nauczania gospodarstwa domowego w kl.VII i VIII. (My Experience in Teaching Household Arts in Grades 7 and 8). Wychowanie Techniczne w Szkole. IX 1969 No. 2(76) pp. 57-64.

The program of household arts in primary schools covers:
1. principles of nutrition and planning the meals,
2. cooking and serving the meals,
3. using household gadgets,
4. keeping the house clean.

Though the program includes some theoretical information its most important part is well-organized practice. School workshops are not always properly equipped for this practice, and nearly always are not big enough. The author presents her own experience in teaching the subject to girls in the 7th and 8th grades. She divided them into groups of six girls each, every group being assigned a definite task, some routine works (laying the table, washing up, serving, etc.) being done by turns by every group. Plans for practical exercises are presented.

249. EJTMINOWICZ, ANTONINA; MASŁOWSKA, ZOFIA; MALCHERCZYK, JERZY. Formy nauczania ortografii w klasach I-IV. (Forms of Teaching Orthography in Grades 1-4 of Primary Schools). Życie Szkoły. XXIV 1969 No. 3(263) pp. 20-32.

Three teachers of rural primary schools present their methods of teaching orthography to young children. The common conclusion of all articles (though independently reached) is a necessity of making orthography classes as amusing and interesting as possible. To realize this objective the authors propose various kinds of games, contests and puzzles,

and also different forms of children's independent work (making lists of difficult words, orthographic books, lexicons, etc.). Plans of classes of orthographical subjects are provided.

250. MILLER, ROMANA. Odkrywanie świata ojczystego. (Discovering National Environment). Życie Szkoły. XXIV 1969 No. 3(263) pp. 1-5.

Primary school program systematically and consistently introduces such elements which form the national awareness of pupils, and which make them realize their patriotic rights and duties. Knowledge of historical facts mingled with the participation in the present reality of the nation form together a process of discovering national environment(the author's term).The process develops children's sense of belonging and responsibility, first for the activity and attitudes of the immediate surrounding, later - of larger groups. This growth of awareness demands knowledge, imagination and sensitiveness. The process must be carefully planned and directed and can never be based merely on bombastic verbal declarations.

251. MITYK, JAN. Nauczanie geografii w pracowni. (Teaching Geography in a Geography Laboratory). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 104 pp.

A book for teachers of geography in primary and secondary schools containing advice as to the organization, arrangement and equipment of a geography laboratory in various local conditions. It also contains suggestions as to the methods of conducting practical classes in the geography laboratory and garden, use of teaching aids,controlling results, finding bibliography, etc.

252. NOWACKI, JERZY. Jak wdrażać uczniów do samokształcenia. (Preparing Pupils for Self- Instruction). Klasy Łączone. XII 1969 No. 1(62) pp. 15-21.

The authors distinguishes three elements of self-instruction:
1. conscious learning motivated by higher reasons,
2. directed and well-organized learning(without waste of time or energy),
3. learning rendering measurable results.

The teachers of schools with incomplete staff must carefully prepare their pupils for thus conceived self-instruction. In the course of

his work the author, a school inspector, observed that it is not always the case. The article sums up his observations and provides advice as to the improvement of the situation.

253. NOWACZYK, STANISŁAW. Koncepcja nauczania początkowego. (Concepts of Introductory Teaching). Życie Szkoły. XXIV 1969 No. 2&262) pp. 1-5.

The introductory teaching period usually covers the first four years of primary schools (in some theories the first three). The author discusses two concepts concerning the program and organization of this period as presented by Sergiusz Hessen nad Jadwiga Walczyna. The former stresses the necessity of developing pupils' ability of scientific reasoning in this early stage, the latter - the integration of five basic elements of education: logical application of words and numbers, social education, natural and technical education, artistic education, and physical development. In school practice, however, neither system is consistently applied - teaching reality perforce differs from scientific theories.

254. PAWLIK, MIECZYSŁAW and JÓZWICKI,TADEUSZ. Próby nauczania programowego w klasach łączonych.(Attempts of Programmed Teaching in Schools with Incomplete Staff). Klasy Łączone. XII 1969 No. 1(62) pp. 3-15.

A presentation of an experimental programmed teaching of trigonometry introduced to the eighth grade of several primary schools with incomplete teaching staff. The teaching program was based on a textbook specially prepared for the experiment, and used only during classes. As the experiment was carried out on a small scale (about 100 pupils), the results cannot be decisive, yet it seems that;

1. it made the organization of teaching easier,
2. it saved teachers' time and energy,
3. it prepared pupils for independent studies,
4. it secured better teaching results.

255. POZNAŃSKA, TERESA. Z badań nad umiejętnością cichego czytania ze zrozumieniem w klasach III i IV. (Silent Comprehensive Reading in Grades 3-4). Życie Szkoły. XXIV 1969 No. 2(262) pp.30-37.

The Teaching Methods Center conducted an investigation on teaching abilities of the fourth grade pupils. The investigation was conducted by the best method in 109 primary schools in the country, in 1967. The investigation discovered a relatively large number of pupils without a sufficient skill of comprehensive silent reading. As this inability may prove a severe handicap in the further perusal of knowledge, it seems most essential to liquidate the existing disproportions of the reading skill of individual pupils or class units. The period of introductory teaching must suffice in developing the skill of quick comprehensive reading of average difficult texts.

256. PRZYBYLSKI, JAN. Jak wykorzystuję audycje radiowe w klasach łączonych. (Using Radio Educational Program in Schools with Incomplete Teaching Staff). Klasy Łączone. XII 1969 No. 1(62) pp. 21-52.

The author, an only teacher in a village school of four grades, presents his experience of using radio educational program in his work. Radio, as the most popular of mass media, plays a specific role in the teaching process. The author uses it as an illustration of the material previously presented, as a supplement of other teaching means, sometimes as a source of information on problems discussed for the first time. In a rural district, deep in the provinces, radio serves as a source of knowledge otherwise unobtainable. The author discusses various kinds of educational broadcasts(Polish language, natural science, musical education) and presents forms of using them as a material of further work with his pupils.

257. RADWIŁOWICZOWA, MARIA. O czynnikach warunkujących rozwój pisma dziecka. (Developing Children's Penmanship). Życie Szkoły. XXIV 1969 No. 3(263) pp. 33-44.

Development of young children's penmanship depends not only on the handwriting model and the teaching method applied but also on several other factors. On the basis of scientific sources, investigation results (teachers' questionnaires, school inspection results, test results) and own teaching experience, the author distinguishes following determinants:
1. writing should be preceded by reading,
2. understanding of the text helps writing,

3. internal motivation,
4. individual characteristics of pupils,
5. teaching handwriting must be integrated into the whole school process, especially the teaching program of the native language.

See also: 227, 247.

S e c o n d a r y

258. DĄBROWSKI, ZYGMUNT. Wspólne bazy przysposobienia zawodowego uczniów szkół ogólnokształcących. (Vocational Preparation Centers for High School Students). Wychowanie Techniczne w Szkole. IX 1969 No. 2(76) pp. 50-53.

During his recent visit to the Soviet Union the author was invited to the Productive and Training Enterprise in Moscow. It is a new form of technical training for high school students. The enterprise consists of several workshops and laboratories equipped by various factories and industrial plants in the district, and preparing young people (those at least who are not to pursue their studies) for future work in these factories. Though there is a considerable difference between the Polish educational system and the Russian one, the idea of organizing one center of vocational preparation for students of several high schools, seems worthy of transplantation to our conditions.

259. DOLECKI, PAWEŁ. Wzory arkuszy do opracowania dokumentacji technicznej prac uczniowskich w liceach. (Model Sheets for Technical Documentation of Works Done by High School Students). Wychowanie Techniczne w Szkole. IX 1969 No.2(76) pp. 67-81.

Productive tasks realized by high school students must be technically documented. In practice it is not always done, however. The author presents model sheets for technical documentation prepared by a group of technical education teachers in high schools in Bydgoszcz and Bielsko-Biała. The documentation includes most important elements adjusted to the abilities of an average pupil:
1. title card,
2. the choice of task,

3. introductory design,
4. technical design,
5. cost of material,
6. technological card,
7. operative card,
8. cost of work and production.

See also: 213.

V o c a t i o n a l

260. DĄBROWSKI, ZYGMUNT. Szansa wychowania technicznego. (Chances for Technical Education). Nowa Szkoła. 1969 No. 1 pp. 4-9.

The technical education program in high schools is to give basic elements of modern technology. Students are to learn and understand such main factors in the modern productive process as technical designing, organization of productive work, scientific basis of technology and social value of technological activity. Thus conceived aims have a great character building value, and combined with mathematics and natural sciences help to integrate students knowledge. The program is a new one (introduced recently to the reformed high schools), and therefore is not yet perfected. The main determinants of the successful realization of its aim are: good selection of the program meterial, well-equipped laboratories and workshops, highly qualified teachers. According to the author much work is still needed to improve all the three groups of factors.

261. DENISIUK, LUDWIK and others. O sprawności fizycznej młodzieży zasadniczych szkół zawodowych. (Physical Fitness of Lower Vocational Schools Pupils). Warszawa, Państwowe Wydawnictwa Szkolnictwa Zawodowego, 1968. 213 pp.

The book consists of three parts. The first, written by L.Denisiuk, presents a theoretical basis of the whole work dealing with the role of physical education in the harmonious development of man, and discussing various types of measuring tests (the Sorgent-Rogers test, the Kraus-Weber test, the Lorson test and others). The second part of the book, written by J. Pilicz, presents organization and results of various Polish investigations

on the physical fitness of young people (statistical data are provided). The third part, written by J. Sadowska, deals with the classification and selection of people according to their abilities to fulfill definite vocational tasks.

262. GODLEWSKI, MICHAŁ. Jedno- czy dwuszczeblowe kształcenie techników. (One- or Two-Levelled Training of Technicians). Nowa Szkoła. 1969 No.1 pp. 2-4.

A technician in modern industry must be prepared for a variety of tasks: technological, constructive, dealing with investments and material transactions.The technicians' training program should be based on practical experience of the pupil, as well as on his intellectual maturity.Two levelled system of training seems to be highly effective. The author does not propose to do away with secondary vocational schools, however. Variety of vocational schools and courses is not only recommended but necessary for a successful realization of the difficult task of supplying various specialists for the national economy, industry and technology.

263. NOWICKI, MIROSŁAW. Proces wytwarzania a proces kształcenia zawodowego. [R.E.] (The Productive Process and the Vocational Education Process). Kwartalnik Pedagogiczny. XIII. 1968 No. 4(50) pp. 37-58.

Interdependence of the training process and the productive process is an important factor in rational national economy. The objective development of productive process determines demands for vocational staff and in turn the program of vocational training (the periods of crafts, manufactures, factories respectively). The intellectualization of the teaching process, the growing role of theoretical foundation for professions, the importance of mathematics and general technical subjects, the integration of various specializations, they all are characteristic trends in the modern system of vocational education.

264. NOWICKI, MIROSŁAW. Siatki czynności jako narzędzie racjonalizacji pracy wytwórczej.(Reticulation of Activity as a Means of Rationalization of Productive Work). Wychowanie Techniczne w Szkole. IX 1969 No. 1(75) pp. 2-9.

Synchronization of technological operations is an important element in the productive process. Rationalization of the productive work aims at the elimination of factors hindering production. Activity reticulations help to discover undesirable factors. The method was first used during World War II for the strategy and tactics of military operations, after the war it was developed in the critical path method (CPM) and program evaluation and review technique (PERT). Both methods are discussed from theoretical and practical points of view.

265. Oświata rolnicza zdobywa wieś. (Popularity of Agricultural Education in the Country). Szkoła Zawodowa. 1969 No. 3(300) pp. 26-29.

A report on the conference on agricultural education organized by the Main Administration of the Union of Rural Youth and the Central Administration of Agricultural Clubs, December, 1968. Agricultural education program is realized by preparatory schools of agriculture, self-instruction courses and correspondence schools. There is some lack of coordination between these forms of training (each is organized and supervised by a different department), which shortcoming should be liquidated.

266. OZGA, WŁADYSŁAW. Problem umocnienia szkół przysposobienia rolniczego. (Consolidation of Preparatory Schools of Agriculture). Ruch Pedagogiczny. X(XLVI) 1968 No. 6 pp. 677-690.

Preparatory schools of agriculture, two-year courses of general and vocational subjects for young farmers, were organized ten years ago. Certain conclusions, therefore, concerning their program structure and role would not be presumptuous. The conclusions are far from being optimistic, especially those concerning the number of drop-outs, predominance of girl-students, lack of fully and highly qualified teachers (statistical data are provided). On the other hand, however, the schools play an important role in rural environment often being the sole secondary school in the district. The author submits following proposals for the improvement of the situation:

1. to increase number of classes in every school and to strengthen the organizational structure,

2. to combine the schools with primary schools in the district forming a special type of ten-year school,
3. to increase endowments for school buildings and teachers' living quarters,
4. to secure a possibility of further studies (general or vocational) for the alumni.

267. POLASZEK, FELIKS. O rozwój szkół przemysłu skórzanego. (For the Development of Vocational Schools Training Staff for Leather Industry). Szkoła Zawodowa. 1969 No. 3(300) pp. 13-18.

Leather industry in Poland has so far lagged behind other branches of light industry and was not fulfilling the growing needs for leather products. The situation is now being changed and by 1975 this industry will fully supply home and export demands. Vocational schools training staff for this industry are therefore badly needed.The vocational education reform covers this type of schools also introducing changes in the following aspects of training.

1. nomenclature of professions and specializations,
2. teaching programs,
3. practice training,
4. in-plant training of graduates,
5. teaching process. —

268. STRZELECKA, BARBARA. O moich doświadczeniach w zakresie preorientacji zawodowej uczniów. (My Experience in the Vocational Guidance of Pupils). Problemy Opiekuńczo-Wychowawcze. 1969 No.2 (125) pp. 28-32.

The author presents her experience in the organization of educational work in the vocational guidance of primary school pupils. One part of her work consisted of making and keeping individual records of pupils concerning their abilities, interests, character, physical development and family situation, another part was the preparation (together with pupils themselves) of program of tasks to be realized during educational classes and extramural activities. They included preparing a map of schools(vocational and general) in the district, cooperation with and visits to various factories and industrial plants,visits to vocational schools, contests concerning information on various professions, interviews with representatives of various professions, publishing an informational bulletin on different professions, film projections, preparing a list of econo-

mic and social demands for various specialists, finding bibliography on the subject. The work proved entirely successful.

269. SZANIAWSKI, IGNACY. Poradnictwo zawodowe a kształcenie zawodowe na szczeblu pomaturalnym. (Vocational Council and Advanced Vocational Training). Ruch Pedagogiczny.X(XLVI)1968 No. 6 pp. 649-576.

The author discusses some selected problems pertaining to the vocational education program at advanced level. Vocational council offered to high school graduates is determined by two sets of motives: objective (determined by the present state and developmental plans for national economy and technology)and subjective (reflecting individual interests). Another important problem is the role of the polytechnical education program in primary and secondary schools especially for those pupils who, for various reasons. will not continue their studies at university level, but will either begin their professional career, or enter vocational schools for high school graduates. The role of this form of vocational training is steadily growing and, according to the author, should continue to do so. Their structure and program must be, however, reformed and modernized.

270. ZIELIŃSKI, ZYGMUNT. Zawodowe szkolnictwo pomaturalne. (Vocational Schools for High Schools Graduates). Szkoła Zawodowa. 1969 No. 3(300) pp. 5-9.

One of the main tasks of socialist education is an efficient preparation for vocational career. This preparation cannot be restricted to mere vocational training but includes a more or less extensive program of general education. Vocational schools in Poland have a secondary schools status (students are accepted after completing obligatory eight-year primary education). Vocational schools for high schools graduates were experimentally organized in 1957 in a form of one or two year vocational courses. The experiment proved successful filling up a certain void in the educational system, yet certain organizational structural and program reforms seem to be needed.

See also: 222, 242, 259, 278, 279.

H i g h e r

271. BRZEZIŃSKI, JERZY. Metodyka nauczania języków obcych. (Methods of Teaching Foreign Languages). Życie Szkoły Wyższej. XVII 1969 No. 2 pp. 51-58.

The article is based on the experience of the foreign language laboratory at the Maria Curie-Skłodowska University in Lublin. The laboratory is used by students of English and Russian departments. Work in the laboratory, as well as all auditive and visual aids, is particularly important in the first stage of learning a foreign language, so the students of foreign languages departments learn there not the language itself (their command of it being fairly good at the beginning of university studies), but mainly they get acquainted with modern methods of foreign languages teaching. The students, prospective secondary schools teachers, acquire a practical knowledge of various teaching methods in the course of their own studies.

272. CIESIELSKI, ROMAN. Propozycje regulaminu oceny ogólnego wyniku na egzaminach magisterskich. (Rules for Grading Master's Examination). Życie Szkoły Wyższej. XVII 1969 No. 2 pp. 93-99.

Grades on university diplomas have often a decisive influence upon the professional career of graduates. It is therefore important to make them as objective and just as possible. The author presents a set of rules applied at master examination at Technical University in Cracow. The final grade was a resultant of all examination grades during the course of studies (especially those in the subject of specialization), and grades for master's thesis and final examination (method of calculating the result is presented in details). The author proposes to introduce this form of grading to all advanced schools in Poland.

273. RADOMSKI, STEFAN A. Oświata i szkolnictwo wyższe w Polsce w 1967/68 roku. (Schools and Higher Education in Poland in the School Year 1967-68). Kwartalnik Pedagogiczny. XII 1968 No. 4 (50) pp. 135-147.

A report on the development of schools and education in Poland in the school year 1967-68. Covers the following aspects:
1. Primary and Secondary Schools-Realization of the School Reform.

2. Vocational Education.
3. Teaching Aids and Textbooks.
4. Training of Teachers for Primary and Secondary Schools.
5. Adult Education.
6. Education Experiments.
7. Changes in the Organization and Program of Higher Education.
8. Scientific and Educational Experiments in Higher Education.
9. Problems of Schools and Education in the Seym (Polish Parliament).
10. Social and Educational Achievements of Organizations and Institutions.

274. SEIDLER, GRZEGORZ LEOPOLD. Szkoły wyższe w świetle uchwał V Zjazdu Polskiej Zjednoczonej Partii Robotniczej.(Advanced Schools and the Resolutions of the 5th Congress of the Polish United Workers' Party). Życie Szkoły Wyższej.XVII 1969 No. 2 pp. 43-50.

The Resolutions of the 5th Congress of the Polish United Workers' Party deals, among other problems, with the educational program of advanced schools and their organizational structure.A correlation between the development of economy and culture on one hand, and the development of advanced schools and scientific research on the other, is an accepted regularity of socialist societies. The present structure of advanced education (as has been pointed out during the discussion at the Congress) hinders, to a certain extend, this progress. The tasks of advanced schools,as determined by the Congress Resolutions,center round two main problems:

1. educational and ideological activity of advanced schools (formation of the desirable attitudes of the young, integration of the teaching process with practice, introduction of physical labour training into the study program),
2. organizational structure of advanced schools (larger teaching and scientific units,modernization of study programs and school equipment,participation of students in the administration and management of the school).

See also: 204.

A d u l t

275. BEREZOWSKI, EUSTACHY. Techniczne środki kontroli w nauczaniu dorosłych. Część I. (Technical Controlling Devices in Adult Education. Part I). Oświata Dorosłych. XIII 1969 No. 1(100) pp. 14-19.

Frequent controlling of teaching results is one of the basic principles of the modern organization of the teaching process. In practice, however, the principle is not always realized due mainly to lack of time and afficient controlling devices. The devices, considerably time-saving, include:
1. pedagogical tests,
2. controlling patterns,
3. examination machines.
The author discusses the first of these devices analysing such of their aspects as standardization, objectivity, symptomatism, efficiency, diagnostic value, prognostic value and practical applicability. He distinguishes three kinds of tests: normalized, prepared by teachers, presented in the form of pupils free expression. From the formal point of view the following kinds are distinguished: tests of blanks, tests of choice, mixed tests.

276. KRAJEWSKA, KAROLINA. Bibliografia oświaty dorosłych za okres od 1-30 IX 1968. (Bibliography of Adult Education for September, 1968). Oświata Dorosłych. XII 1968 No. 10(99) p. 636.

A serial bibliography published regularly in the Oświata Dorosłych (Adult Education) monthly. Contains bibliographical annotations of all books and articles pertaining to adult education in Poland in the given period. This issue covers September, 1969, and contains following problems:
1. General Problems.
2. Adult Studies, Self-Instruction and Improving Vocational Qualifications.
3. Cultural and Educational Activity. Amateur Artistic Movement.

277. KRAJEWSKA, KAROLINA. Bibliografia oświaty dorosłych za okres 1-31 X 1968 r. (Bibliography of Adult Education for October, 1968). Oświata Dorosłych XIII 1969 No. 1(100) pp. 63-64.

A serial bibliography published regularly in the Oświata Dorosłych (Adult Education) month-

ly. Contains bibliographical annotations of all books and articles pertaining to adult education in Poland in the given period.This issue covers October, 1968, and contains following sections:
1. General Problems.
2. Adult Studies. Self Instruction and Improving Vocational Qualifications.
3. Cultural and Educational Activity.Amateur Artistic Movement.
4. Reading Interests and Libraries.

278. NOWACKI, TADEUSZ. Centralny plan badań nad kształceniem zawodowym. (Central Program of Research Works on Vocational Education). Szkoła Zawodowa. 1969 No. 1(298) pp. 10-13.

A project of a program of research works on vocational education prepared at The Institute of Pedagogy in Warsaw. The author urges the necessity of organizing a special institute of vocational education which would work on the presented program. The program covers following problems:
1. Educational problems.
2. Structural problems.
3. Economic problems.
4. Cooperation of pedagogy with vocational disciplines.
5. Teaching methods.
6. Additional vocational training and improving workers' qualifications.
7. Teaching staff in vocational schools.

279. TRANDZIUK, STANISŁAW. Dokształcanie i doskonalenie zawodowe pracujących. Podstawy prawne. (Legal Rules Pertaining to the Vocational Training Program for Adults). Warszawa, Wydawnictwo Związkowe CRZZ, 1969. 349 pp.

Contents:

1. Principles of the vocational training system for adults.
2. Qualifications demands.
3. Training on the primary school level.
4. Training in vocational preparation.
5. Training on secondary and advanced level.
6. Some basic forms of training.
7. Qualifications examinatiores.

280. WOJCIECHOWSKI, KAZIMIERZ. Rola kulturalno-oświatowa uniwersytetów powszechnych w Polsce Ludowej. (Cultural and Educational Role of University Extension Courses in Poland). Oświata Dorosłych. XII 1968 No. 10(99) pp. 583-586.

University extension courses are a popular form of the adult education program. They

have a long tradition in Poland: first being organized in the form of Sunday lectures already in the eighteenth century. After the last war they rapidly developed thanks to the general political and economic changes in the country. The most popular are those which develop the general knowledge of the students, others have specialized programs: courses for parents, workers' university, courses on art, etc. Special role play university extension courses in the rural districts (urbanization of rural life, development of political interests of farmers, practical needs for information). The article provides statistical data illustrating the development of this form of adult education.

S p e c i a l

281. Kierunki rozwojowe Polskiego Towarzystwa Walki z Kalectwem. (Developmental Trends in the Activity of the Polish Society for the Disability Prevention). Szkoła Specjalna. XXIX 1968 No.4(55) pp. 340-344.

A report on the Second Congress of the Polish Society for the Disability Prevention which was organized in May 1968, in Warsaw. The Society is an organization of social and scientific character. Its main task is a prophylactic activity program preventing situations which may result in physical invalidity: preventing traffic accidents, corrective gymnastics in school, organization of school rooms in accordance with accepted rules. The program includes also activities preventing mental illnesses and social maladjustment. The Society participates also in the program of rehabilitating the handicapped (physically, mentally, socially). The works are carried out by the following sections: the Informational Committee, the Physical Education Section, the Psychology Section, the Social Welfare Workers' Section, the Medical Section, the Invalid Children Section, the Cooperative Section.

282. KUNICKA-KAISER, IRMINA. Jak młodzież głucha wyobraża sobie własną przyszłość. [F.] (How the Young Deaf Imagine Their Own Future). Szkoła Specjalna. XXIX. 1968 No. 4(55) pp. 302-311.

The author presents the results of her investigation on the life anticipations of the

young deaf. The investigation was conducted in the Weaving School for the Deaf in Cracow, and covered 50 people (age group 16-23), who were asked to write an essay on the subject "My life in ten years' time" (the questionnaire method was considered too difficult for the examined). Proportion of different types of desires (predominance of material and personal needs) manifested by the deaf and the healthy is similar, though factors determining the proportion seem to be different. The deaf have a general difficulty in understanding general and abstract notions (language difficulties), they also do not conform to the accepted hierarchy of values often incomprehensible to them. General education of the deaf must be preceded and consistently accompanied by enriching their vocabulary and developing an ability for abstract thinking.

283. MAZUR, GRAŻYNA and others. Potrzeby psychiczne młodzieży z gruźlicą płuc leczoną w sanatorium w Istebnej. [F.] (Psychic Needs of Tubercular Youth Staying in the Sanatorium in Istebna). Szkoła Specjalna. XXIX. 1968 No. 4(55) pp. 287-297.

The article presents the results of an investigation on the psychic needs of tubercular youth staying in the sanatorium in Istebna. Two groups of young people were examined. The first group (seriously ill) was examined by means of:

1. the J. Sacks projective test of unfinished sentences,
2. the basic questionnaire of 18 questions,
3. the environment and vocational pupil test,
4. the interview method.

The second group (the initial stage of illness) was examined by means of:

1. the questionnaire concerning the condition of life in the sanatorium,
2. the unfinished sentences test,
3. description of life in the sanatorium,
4. autobiographies,
5. the Wechsler and Rorschach test.

In the course of the investigation two groups of needs were distinguished: 1. independent of the stay in the sanatorium and connected with the state of illness and general life situation (curing the illness, professional career sense of security, improvement of the family situation), 2.connected with the stay in the sanatorium (greater freedom, better atmosphere, personal contacts,individual development, appreciation, entertainment). Two

general conclusions of the investigation are thus formulated by the authors:

1. it is necessary to counteract the feelings of anxiety and insecurity of the tubercular youth (tasks of physicians, psychologists and sanitary educationalists);
2. more general and vocational courses should be organized in the sanatoria for young people.

284. NOWAKOWSKI, JÓZEF. Selekcja dzieci niezdolnych do nauki w normalnych szkołach podstawowych. (Selection of Children Unfit to Attend Normal Primary Schools). Warszawa, Państwowe Zakłady Wydawnictw Szkolnych, 1968. 75 pp.

A set of legal rules and regulations pertaining to the selection of invalid or handicapped children and qualifying them for various types of special primary schools.

285. SZELHAUS, S. Młodociani recydywiści. (Juvenile Recidivists). Warszawa, Państwowe Wydawnictwo Naukowe, 1968.

The book is a sociological and legal study of the juvenile recidivism shown against the background of social and environmental determinants. The author includes there such aspects as family situation, educational standard, financial condition, studies, work and alcoholism. The above constitute main reasons of recidivism of the juvenile delinquents. The problem of the educational value of law (the efficiency of applied punishment) is analyzed, though the conclusions are not exactly optimistic. The author assesses, however, that careful consideration of the listed determinants in every individual case allows for a fair prediction of the further career of the individual thus offering a good chance for correction and re-education.

286. WEBER, JADWIGA. Sens społecznych poczynań. (Sense of Social Endeavors). Szkoła Specjalna. XXIX 1968 No. 4(55) pp. 321-325.

An analysis of an investigation on the special care children conducted at a therapeutic-observatory summer course, in July, 1966. The aim of the course was to observe developmental and physical handicaps of children, to work out individual curing methods and to determine therapy for over-excitable children and apathetic children as well as cures

for retardation of speaking abilities. Intelligence level was tested by the Wechsler-Bellevue scale and the Terman-Merrill scale, the social maturity by the Doll scale. Following regularities were established:

1. the age of social maturity exceeds the age of intelligence;
2. the better the revalidation work of family and school, the smaller the discrepancy between social maturity and the child's age;
3. intelligence level and social maturity depends to a large extend on the efficiency of revalidating work.

See also: 211.

MISCELLANEOUS

287. BOBROWSKI, ZYGMUNT. Wychowanie plastyczne w domach kultury. (Artistic Education in Houses of Culture). Plastyka w Szkole. IX 1969 No.2(76) pp. 37-44.

Houses of culture are usually better prepared for realizing the artistic education program than schools: the instructors are fully qualified for their job, the workshops are well equipped, time not so limited. The popularity of the art clubs is nonetheless relatively low; nowaday all young people seem to follow the music (or at least big-beat) craze. The author proposes to coordinate the school program of artistic education with the activities of the houses of culture. His own experience in this field (he is an art instructor in the Palace of Culture cooperating with several primary schools) proved most effective. The semi-obligatory attendance of children allowed a preparation of a long-range plan of works: free artistic expression, teaching various artistic techniques (engraving, woodcut, stained glass, theatre puppets), introducing some elements of the history of art and art appreciation. The article is illustrated with reproductions of works done by children.

288. FALKOWSKA, MARIA and others. Wychowanie społeczne w domach dziecka. (Social Education in Houses for Children). Warszawa, Nasza Księgarnia, 1968. 180 pp.

The book consists of three parts written by three authors presenting history and achievements of three houses for children.Maria Kuzańska discusses the organization and works of an experimental center of reeducating nervous handicapped children in Helenow near Warsaw. The center aims at curing the children at the same time educating their families who in most cases are responsible for the children's conditions. In the second part Maria Falkowska discusses the experience of the Janusz Korczak House for Children which is continuing the famous educational methods of its patron (self-governement,respect for all kinds of work, social works). The author of the third part, Zdzisław Sieradzki, presents the history of an educational center, "Our Home", in Pruszków. The work there is concentrated on preparing its pupils for professional social and moral adjustment to normal life conditions.

289. SEKUŁA, IRENEUSZ. Młodzież starsza - adresat poczynań ZHP. (Polish Pathfinders' Association - an Organization of Adolescents). Problemy Opiekuńczo-Wychowawcze. 1969 No. 2 (125) pp. 1-5.

The Polish Pathfinders' Association is an organization of young people. Its program is a compromise between the social and educational demands in regard to the youth organization and the individual expectations of young people. The personality structure of adolescents is characterized by:

1. dynamic development of needs (a need for domination, a need for independence, the sexual need), and real persibilities of satisfying them,
2. changing system of beliefs manifested by distrust of adults and negation of the set of values previously accepted,
3. tendency to alternative(good or bad) evaluation of the world and other people,
4. small resistance to stress situations,
5. infantile or immature manifestation of one's "adulthood".Participation in various activities organized by the Association helps to overcome the shortcomings and handicaps of the age prompting a harmonious development of a young person.

290. ZABRODZKA, HALINA. Domom Dziecka pod rozwagę. (Remarks Directed to Houses of Child's Care). Problemy Opiekuńczo-Wychowawcze.1969 No. 2(125) pp. 12-15.

An article on the legal problems connected with the administration of houses of child's care. The houses are founded for orphans and those children whose parents cannot or may not take care of them. It is necessary to keep legal documentation(birth certificates, family situations, court's decisions, etc.) of all children in the house, and to have their legal status defined. Cooperation between the administration of the house and juvenile courts is absolutely necessary.

INDEX OF AUTHORS

Barcik, A. 201
Bauman, M. 248
Bazylko, S. 208
Berezowski, E. 275
Biedrzycki, L. 209
Bielińska-Kwaśnik, L. 210
Bobrowski, Z. 287
Brzeziński, J. 271

Chrzanowska, D. 245
Ciesielski, R. 272
Czapów, G. 211

Dąbrowski, Z. 258,260
Denisiuk, L. 261
Depta, H. 212
Dolecki, P. 259

Ejtmanowicz, A. 249

Falkowska, H. 288

Gąsior, H. 240
Gerłowski, H. 213
Godlewski, M. 262

Jaczewski, A. 214

Kędryna, S. 241
Konopnicki, J. 215
Kotłowski, K. 216
Kowalczyk, W. 217
Kozielecki, J. 218
Krajewska, K. 276, 277
Kubisztal, I. 246
Kunicka-Kaiser, I. 282

Legowicz, J. 219
Lewandowski, J. 220

Łobocki, M. 221

Majewski, B. 222
Marczyk, W. 223
Marton, W. 224
Mazur, G. 283
Miller, R. 225, 250
Mityk, J. 251
Mystkowska, H. 247

Nowacki, J. 252
Nowacki, T. 278
Nowaczyk, S. 253
Nowakowski, J. 284
Nowicki, M. 263, 264

Ozga, W. 266

Pawlik, M. 254
Pielasińska, W. 226
Pleśniarski, B. 243
Polaszek, F. 267
Poznańska, T. 255
Przybylski, J. 256

Radomski, S. A. 244, 273
Radwiłowiczowa, M. 237
Rudniański, J. 230
Rudzki, J. 231

Seidler, G.L. 274
Sekuła, I. 289
Sosnowski, K. 232
Starkiewicz, W. 207
Strzelecka, B. 268
Suchodolski, B. 233, 234
Sutkowski, L. 235
Szaniawski, I. 269
Szelhaus, S. 285

Trandziuk, S. 279

Weber, J. 286
Wieczorek, T. 203
Wojciechowski, K. 280
Wroczyński, R. 237
Wujek, T. 238

Zabrodzka, H. 290
Zieliński, Z. 270
Ziemska, M. 239

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